

## 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

<b>Program authority:</b>	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to May 30, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, November 1, 2016	
<b>Submittal information:</b>	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	
<b>Contact information:</b>	Lauren Dwiggins, <a href="mailto:lauren.dwiggins@tea.texas.gov">lauren.dwiggins@tea.texas.gov</a> ; (512) 463-9581	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Port Arthur ISD	123-907	Memorial High School/ 009	
Vendor ID #	ESC Region #	DUNS #	
74-6001903	5	080853088	
Mailing address		City	State      ZIP Code
P.O. BOX 1388		Port Arthur	TX      77641-1388

#### Primary Contact

First name	M.I.	Last name	Title
Dr. Melvin		Getwood	Assistant Superintendent for Curriculum and Instruction
Telephone #	Email address		FAX #
(409) 984-8650	mgetwood@paisd.org		(409) 962-6013

#### Secondary Contact

First name	M.I.	Last name	Title
Susie		Martinez	Grant Manager
Telephone #	Email address		FAX #
(956) 365-4300	mtz1985@gmail.com		(866) 600-0374

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Dr. Mark		Porterie	Superintendent
Telephone #	Email address		FAX #
(409) 989-6244	mporterie@paisd.org		(409) 983-7499

Signature (blue ink preferred)

Date signed



10-26-16

701-16-108-021

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #1—General Information**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> <li>a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director</li> <li>b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison</li> <li>c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> <li>d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> </ul>
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <ul style="list-style-type: none"> <li>a. Is located on a college or university campus</li> <li>b. Is a stand-alone high school campus near a college or university campus</li> <li>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</li> </ul>
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>

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**Schedule #4—Request for Amendment**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Opening Statement:** Currently, Port Arthur ISD is designated as an Early College High School. Although the High School has an existing Memorandum of Understanding (MOU) with Lamar State College-Port Arthur (LSCPA), the acquisition of this grant would allow Memorial High School to expand its existing partnership and develop curriculum that is appropriately aligned to marketable skills in high-demand occupations under the *Information and Computer Technology Cluster* and *Petroleum Refining and Chemical Products Cluster*, as well as, have the opportunity to include industry recognized credentialing as part of the degree plan design. The acquisition of the Early College High School Innovative Academy grant will give the district the ability to provide students either an Associate's Degree, or 60 semester hours toward a baccalaureate degree, as well as, provide instruction/training in high-demand occupations.

**The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points)** The district designed program, was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as to: enter into an articulated agreement with an Industry and College; Give students the opportunity to graduate with an Associate's Degree or 60 semester hours toward a baccalaureate degree during grades 9–12; Provide an in-kind match of 20-25% through utilities, building use, maintenance, technology, etc. **(10 points)**; Develop a leadership team to address the issues of the grant; and offer the students the opportunity to receive training in a high-demand occupation, as stated in TEA guidelines.

Furthermore, the district plans to evaluate student outcomes by reviewing student's transcripts before and after the grant funding period to ensure the students are receiving more college credit hours, as well as, conducting staff surveys to determine the progression of the student's academics over the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

**The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)** To ensure the design of the proposed program reflects up-to-date knowledge, scientifically based research, effective practice, the district reviewed: test scores, community needs, academic deficiencies, examined instructional practices, and reviewed professional development training that will address those identified needs. The following are the identified community and academic needs:

**COMMUNITY NEEDS ASSESSMENT**

Need	City	State
Households (w/child under 18) Falling Below Poverty	39.7%	20.4%
No High School Diploma	27.5%	18.5%
Population Doesn't Speak English at Home	37.6%	34.9%

**Source:** 2014 American Community Survey**ACADEMIC DEFICIENCIES**

Subject	District	State
Reading	61%	77%
Math	67%	81%
College Ready Graduates	45%	68%

**Source:** 2014-2015 Texas Academic Progress Report (TAPR)

As seen in the Needs Assessments above, the district has a high need to implement the ECHS Grant in order to address academic deficiencies that are at the districts High Schools. Due to the remote location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare students for the real world. Port Arthur ISD will take the initiative to address this academic problem by securing collaborative agreements between themselves LSCPA, and Port Arthur Industrial Group, which is a consortium of heavy industries (Valero, Motiva, Chevron, etc.). This contractual agreement will give the students an opportunity to get academic instruction, as well as, training through internships, externships, apprenticeships, and mentorship programs.

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**The program activities relate directly to the program goals, local objectives, and strategies. (4 points)** The district will implement program that relates directly to the ECHS Grant goals, objectives, and strategies. The proposed program will support students who are at risk, economically disadvantaged, English language learners, and first-generation college goers. The district will support these students by providing: the opportunity to receive an Associate Degree, or at least 60 semester credit hours toward a baccalaureate degree; Receive on the job training through internships provided by the partnering Industry; and Graduate high school with training in a high demand occupation.

**The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)**

The objectives the district wishes to achieve by receiving funding include: Increasing the number of TSI-ready students; Offering an Associate's Degree or 60 semester hours toward a baccalaureate degree, as well as, an education in the both the *Information and Computer Technology Cluster and Petroleum Refining and Chemical Products Industry Cluster*; Establishing a distinct college-going culture; Increasing the number of college credit hours earned by participating students; and providing experience in a high-demand occupation.

The district will perform this task by partnering with Lamar State College-Port Arthur (LSCPA), as well as, any other necessary IHE'S in order to offer education for the district's students. to offer the necessary education for the district's students. The district will also partner with a Port Arthur Industrial Group to ensure the students will receive training/experience in a high-demand occupation.

To ensure these goals and objectives of the grant are met Port Arthur Early College High School will provide a personalized learning environment by creating a seamless curriculum between high school and college. The partnering Industry will provide a work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom, coursework, and job training, Port Arthur ECHS will implement strategies that will help develop a personalized learning and working environment. If a student is not performing at the required level in the Industry field or classroom, the Port Arthur ECHS Principal and Counselor will personally meet with the student to identify his/her reasons for low performance. This will occur after each progress reporting session and after each report card distribution.

**Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points)** The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include but are not limited to:

- The district, in partnership with LSCPA, will offer SAT/ACT and TSI preparation workshops on average of 5 hours per week, after-school and on Saturdays for its students;
- Summer TSI assessment preparation classes held at the district;
- Internships held at the each of the participating industries.;
- Higher education and ECHS teacher workshops; and
- Individualized student career and course counseling.

**On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding:** The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, partnering college/university, and the partnering Industry. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure student gains are continued after the grant funding terminates.

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**Schedule #6—Program Budget Summary**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$122,926		\$122,926	
Schedule #8	Professional and Contracted Services (6200)	6200	\$67,616	\$10,000	\$77,616	
Schedule #9	Supplies and Materials (6300)	6300	\$6,074		\$6,074	
Schedule #10	Other Operating Costs (6400)	6400	\$8,500		\$8,500	
Schedule #11	Capital Outlay (6600)	6600	\$170,000		\$170,000	
Total direct costs:			\$375,116	\$10,000	\$385,116	
3.721% indirect costs (see note):			N/A	\$14,884	\$14,884	
Grand total of budgeted costs (add all entries in each column):			<b>\$375,116</b>	<b>\$24,884</b>	<b>\$400,000</b>	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$400,000
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$40,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs

**The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points)** The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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**Schedule #7—Payroll Costs (6100)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
<b>Academic/Instructional</b>					
1	Teacher				
2	Educational aide				
3	Tutor				
<b>Program Management and Administration</b>					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
<b>Auxiliary</b>					
12	Counselor	1		\$87,438	
13	Social worker				
14	Community liaison/parent coordinator				
<b>Other Employee Positions</b>					
21					
22					
23					
24	Subtotal employee costs:			\$87,438	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay			
26	6119	Professional staff extra-duty pay		\$15,000	
27	6121	Support staff extra-duty pay			
28	6140	Employee benefits			
29	61XX	Tuition remission (IHEs only)		\$20,4888	
30	Subtotal substitute, extra-duty, benefits costs				
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$122,926</b>	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	<b>PEERS-</b> Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$10,000	
2	<b>ERI/CTC Leadership and Team Building Trainers-</b> Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, and staff.	\$12,500	
3	<b>CTC Parental Involvement Training -</b> Will hold a variety of parental involvement trainings designed to encourage high school completion and success.	\$12,616	
4	<b>Texas Success Initiative Assessment/Trainings-</b> Will be held to assess and improve students' TSI instruction and test-taking ability.	\$2,500	
5	<b>IHE Business-Teacher Credentialing -</b> individuals meeting a set of educational or occupational criteria and therefore being licensed in their field. Strict credentialing is required by both hospital and	\$40,000	
6			
7			
8			
9			
10			
11			
<b>b. Subtotal of professional and contracted services:</b>		\$77,616	
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>			
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$77,616</b>	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**The costs reflected in the budget are appropriate for the results expected. (7 points)** The requested amount of \$400,000 for the Early College High School Innovative Academy Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 1 campus, 200 students, 13 teachers, and 1 grant member.

**Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)** The proposed program will be utilized to supplement not supplant any federal, state, and local funds. The district assures that these funds will not be decreased due to availability of funds (**Assurance 1**). Currently, the district does not offer education in the *Information and Computer Technology or Petroleum Refining and Chemical Products* Industry Clusters; therefore, the proposed activities do not supplant current activities.

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**Schedule #9—Supplies and Materials (6300)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	<p>Total supplies and materials that do not require specific approval:</p> <p><b>Classroom Supplies/Materials (\$3,074)</b> – Will provide students essential classroom books, scantrons, and tests.</p> <p><b>TSI Success Materials/Supplies (\$2,500)</b> - Will be utilized to assess and improve students' TSI instruction and test-taking ability.</p> <p><b>Refreshments for Leadership Team (\$500)</b>- Will provide the Leadership Team with refreshments during the meetings held throughout the year.</p> <p style="text-align: right;"><b>TOTAL = \$6,074</b></p>	\$6,074	
<b>Grand total:</b>		<b>\$6,074</b>	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$8,500	
	Specify purpose: Travel From to Industry for Student Oversight		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires authorization in writing.		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval:			
<b>Grand total:</b>		<b>\$8,500</b>	

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX—Computing Devices, capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX—Software, capitalized</b>					
12	Industry Related Software	1	\$9,000	\$9,000	
13					
14					
15					
16					
17					
18					
<b>66XX—Equipment, furniture, or vehicles</b>					
19	<b>TECH-LABS</b> – Will provide equipment and hands on manipulatives realated to the targeted computer processing and processed technology industry fields.	1	\$161,000	\$161,000	
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29					
<b>Grand total:</b>				<b>\$170,000</b>	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total campus enrollment:</b>			<b>8,890</b>	
Category	Number	Percentage	Category	Percentage
African American	3,983	44.8%	Attendance rate	94%
Hispanic	4,065	45.7%	Annual dropout rate (Gr 9-12)	0.5%
White	220	2.5%	Students taking the ACT and/or SAT	41.5%
Asian	358	4.0%	Average SAT score (number value, not a percentage)	1201
Economically disadvantaged	6,839	76.9%	Average ACT score (number value, not a percentage)	16.9
Limited English proficient (LEP)	2,302	25.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	66.3%
Disciplinary placements	250	2.5%	State assessment data	63%

**Comments**

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

**Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)** In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Reports (TAPR), Texas Success Initiative (TSI) reports, and the 2014 U.S. Census Reports. Based on the information gathered, it was determined that the campus was in need of programming that would increase academics, increase TSI readiness, benefit at-risk children, and increase the of high school graduates with training in a high demand occupation. Activities selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus' needs.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	256	47.2%	No degree	7	1.4%
Hispanic	60	11.1%	Bachelor's degree	407	75.1%
White	209.7	38.6%	Master's degree	125	23.1%
Asian	10	1.8%	Doctorate	2	0.4%
1-5 years exp.	123	22.6%	Avg. salary, 1-5 years exp.	\$43,594	N/A
6-10 years exp.	73	13.5%	Avg. salary, 6-10 years exp.	\$44,243	N/A
11-20 years exp.	131	24.2%	Avg. salary, 11-20 years exp.	\$47,092	N/A
Over 20 years exp.	110	20%	Avg. salary, over 20 years exp.	\$55,632	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											50	50	50	50	200
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
<b>TOTAL:</b>											50	50	50	50	200

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											2	3	4	4	13
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
<b>TOTAL:</b>											2	3	4	4	13

As seen in the table above, the school plan provided will not serve more than 100 students per grade level in grades 9-12. **(5 points)**

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)**

**Current Achievement:** In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report (TAPR) to determine that the district's current achievement was below par. In fact, only 63% of the district's students Met Standards on 2014-2015 STAAR, compared to 77% for the State of Texas.

**Needs Assessment Process:** In preparation for the submission of the Early College High School Innovative Grant, the district analyzed the needs of the district. Elements of the needs assessment included: Student Demographics, TSI scores, STAAR results, attendance rates, teacher experience and qualifications, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

CAMPUS DEMOGRAPHICS				MET STANDARDS IN STAAR		
	Economically Disadvantaged	At-Risk	English Language Learners (ELL)	Reading	Math	Writing
District	76.9%	66.3%	25.9%	61%	67%	61%
State	58.8%	51.2%	18.2%	77%	81%	72%
TEACHER EXPERIENCE AND QUALIFICATIONS						
	Beginning Teachers	1-5 Years of Experience		Turnover Rate		
District	19.5%	22.6%		19.8%		
State	8.5%	26.1%		16.6%		

Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY NEEDS ASSESSMENT		
Need	City	State
No High School Diploma	27.5%	18.4%
Population Doesn't Speak English at Home	37.6%	34.9%
Families Falling Below Poverty	27.6%	13.7%
Unemployed Population	7.3%	4.9%

Source: 2014 American Community Survey

**Description of how needs are prioritized:** The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The campus is in need of supplemental instructional materials and academic curriculum equipment required to provide at-risk students with targeted assistance in their academics, as well as, increased collaboration and materials for the partnering Industry; and, **Facilities** – The campus lacks the amount of facilities needed to provide students training in a high-demand occupation; therefore, partnering with a consortium of heavy industries is necessary.

**Desired or required accomplishment:** After conducting the local and community needs assessments, the district realizes that they must enter into a partnership with high demand industries. The district will continue to have this goal in hopes that they will be able to provide at-risk students with ways to financially sustain themselves right after graduating high school.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>The district has an average ACT score of <b>16.9</b>, which is <b>3.7</b> points less than the average score for the State, <b>20.6</b>. The district also found that their SAT score was <b>1201</b>, which is <b>216</b> less than the average score for the State, <b>1417</b>. (Source: 2014-15 Texas Academic Performance Report-TAPR)</p> <p><b>Needs have been identified and strategies have been described. (10 points)</b></p>	<p>In order to improve the academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials. This will allow the district to increase student's outcomes which will be measured by monitoring/compliance tools.</p> <p>Staff will also be invited to attend district and trainer provided professional development training relevant to curriculum, technology, software, and data collection.</p>
2.	<p>The district currently lacks the education and industry experience to qualify its students to work in the real world.</p> <p>In fact, over <b>7.3%</b> of the population surrounding the district are unemployed, while the average for the state is <b>4.9%</b>. (Source: 2014 American Fact Finder)</p>	<p>The district will help qualify their students by partnering with a industries to provide them real world experiences in the computer networking and processed technology industries. This partnership will not just lead to real on the job training but an education in the <i>Information and Computer Technology Cluster and Petroleum Refining and Chemical Products Industry Clusters</i>.</p> <p>This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals.</p>
3.	<p>The district has <b>66.3%</b> of its student population that are at-risk, compared to <b>51.2%</b> for the state.</p> <p><b>Source:</b> 2014-2015 TEA Texas Academic Performance Reports (TAPR)</p>	<p>In order to ensure the district addresses the TSI preparatory and industry needs of these at-risk children, the district will provide professional development that is customized to the at-risk and underrepresented population.</p>
4.	<p>The district has a large number of teachers that are in their first year of teaching at the district. In fact, over <b>19.5%</b> of the district's teachers are in their first year of teaching at the district in comparison to the teacher state average of <b>8.5%</b> for the State.</p> <p><b>Source:</b> 2014-2015 TEA Texas Academic Performance Reports (TAPR)</p>	<p>The district will address this by working with a partnering college and industry to ensure there is year around staff training and professional development.</p> <p>The district will ensure that their staff attend all relevant Fall, Spring, and Summer professional development (PD) and teacher trainings, as well as, have the partnering college and industry have input in the PD and teacher trainings that should take place.</p>
5.	<p>The district has a remarkably high teacher turnover rate, <b>19.8%</b> in comparison to <b>16.6%</b> for the state. (<b>Source:</b> Texas Academic Progress Report-TAPR)</p> <p>Due to this high turnover rate, the district is in need for additional professional development trainings to ensure high qualified personnel and staff are in place for the Early College High School Innovative Academy Grant.</p>	<p>The district will work with a partnering college and industry to ensure there is year around staff training and professional development.</p> <p>The district will also ensure that their staff are compensated through stipends when students perform well on TSI tests and academic activities.</p>

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**Schedule #14—Management Plan**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications Desired Qualifications (5 points)
1.	Program Director (Assurance 16)	Must have a minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> Must have a minimum of 3 years of experience in supervisory of small to medium teams and experience in data reporting.
2.	Curriculum & Instruction Director	Must have a minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> Developing curricular goals and outlines for new curriculum and curriculum updates and experience in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum.
3.	Region ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field and a minimum of 5 years of <b>experience</b> in High School education.
4.	Career Counselor	Must have a minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> Must have a minimum of 3 years of experience in examining records, conducting interviews, and working with the Leadership Team and Industry Liaisons to administer aptitude and achievement tests that assist students in choosing careers.
5.	Industry Liaisons	Must be degreed, skilled, and trained in their respective industry. <b>Experience:</b> At least 3 years of job experience in their respective industry, as well as, ability to development and implement hands-on industry experiences.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of college credit hours earned by students.	1. Career Counselor will bi-annually track credit hours through student transcripts.	03/01/2017	05/30/2018
		2. Promote school courses utilizing social media outlets.	04/01/2017	05/30/2018
		3. Leadership Team will meet regularly to see what additions could be made to improve the ECHS program.	03/01/2017	05/01/2018
2.	Increase the number of TSI-ready students.	1. Quantitative reports will be reviewed to ensure the increase in TSI-ready students.	05/01/2017	05/01/2018
		2. An improvement in TSI scores.	02/01/2017	05/30/2018
		3. District and Industry will host a minimum of two annual parent/student meetings.	04/01/2017	04/01/2018
3.	Collaboration opportunities for the ECHS and higher education faculty.	1. Meetings will be held 4 times a year to share updates, educational strategies, and progress.	04/01/2017	05/30/2018
		2. Provided targeted trainings for struggling teachers.	04/01/2017	05/1/2017
		3. Ensure staff attend professional development trainings on newly purchased curriculum, industry-related software, and technology.	03/01/2017	11/01/2017
4.	Establish a distinct college-going culture	1. Activities each semester will promote supportive instruction for all students.	02/01/2017	05/30/2017
		2. 2 ECHS faculty workshops to discuss issues and ensure all faculty continues to support the college-going culture.	04/01/2017	05/30/2017
5.	Increase student industry experience before graduating High School.	1. Quantitative reports will be reviewed to ensure an increase students' Industry-related experiences.	03/01/2017	05/30/2017
		2. Monitor for compliance and effective practices.	02/01/2017	05/30/2017
		3. Identify weaknesses of the grant and provide solutions.	04/01/2017	05/30/2017

**Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)**

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points)*** In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the program logs found at the Industry and classroom to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

***The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points)*** In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from campus participants, including district and campus administrators, teachers, school board members, parents, and the designated Industry liaisons. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, board members, the designated Industry liaisons to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)*** The district currently does **not** offer 60 semester credit hours toward a Baccalaureate Degree in either of the targeted industry clusters (*Information and Computer Technology Cluster and Petroleum Refining and Chemical Products*). The recent decrease in state and federal funding has made it impossible for the district to implement a new program that establishes a distinct college-going culture. However, the district can support the added costs that will be associated with the Early College High School Innovative Academy Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	<b>Qualitative Data: Parent/Student Surveys (EVAL-2 points)</b>	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on Industry liaison interaction with students.
2.	<b>Quantitative Data: Evaluation of Students' Learning</b>	1.	Increase in the number of TSI-ready students.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of college credit hours earned by students.
3.	<b>Professional Development Feedback</b>	1.	ECHS teachers and higher education staff actively participate in collaboratives.
		2.	A minimum of four district and industry staff attendance trainings are offered.
		3.	Teachers volunteer to attend other trainings they see fit.
4.	<b>Classroom/Industry Observations</b>	1.	Student engagement increased in the classroom and designated industry.
		2.	Increase in the number of industry experiences provided to the students.
		3.	Well-defined learning activities are provided and completed.
5.	<b>Review Use of Industry/Teacher Course Materials</b>	1.	Industry/Teachers provide effective approaches in higher-order thinking.
		2.	Industry/Teachers integrate an understanding of facts, concepts, and Principals.
		3.	Industry/Teachers provide multiple, varied examples to illustrate skills.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Methods of evaluation clearly related to the intended results of the project. (3 points)** The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities ECHS teachers and higher education faculty collaborate through planning, teaching, and professional development (**Assurance 11**); Number of students engaged in TSI- success activities; and Hours of college credit earned by students.

**Evaluation design includes processes for collecting data, including program-level data. (3 points)** Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the Industry Liaisons will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics.

**Formative evaluation processes outlined and addressed throughout the grant project. (2 points)** Data collected will allow the district, Industry Liaisons, and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** Areas of concern will be discussed and modifications will be made regularly to the proposed plan, as needed.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Statutory Requirement 1:** The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner with Lamar State College-Port Arthur (LSCPA), as well as, any other necessary IHE'S in order to provide a course of study that enables ECHS participating students to combine high school courses and college-level courses during grade levels 9 through 12. As reassurance of the partnership made, the district has attached a signed Memorandum of Understanding (MOU) with all the dual credit partners involved in the grant. **(2 points)** This agreement will give the district's students post-secondary education and training opportunities. Thus, making them a more self-sustaining individual right after their high school graduation.

Due to the articulated agreement between the district and IHE'(s) **(5 points)**, the participating students will either earn an Associate's Degree, or at least 60 semester credit hours towards a Baccalaureate Degree by the time they graduate high school **(Assurance 12)**.

To ensure students get to reap all the benefits of the ECHS Grant, the district will coordinate outreach and awareness activities to identify and recruit potential participants. These activities include but are not limited to:

- Parents of 8<sup>th</sup> and 9<sup>th</sup> graders and students will be invited to an orientation that discusses the program;
- 8<sup>th</sup> and 9<sup>th</sup> grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade counselor will have the ECHS information available for any student/parent not present at the meeting; and
- The partnering college will administer a Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness enabling students to begin college courses as soon as possible **(Assurance 13)**.

During the design of the Early College High School Innovative Academy Grant, the district will get Letters of Support from the potential partner including Lamar State College-Port Arthur (LSCPA) and the partnering industries (Valero, Motiva, Chevron, etc). **(5 points per partnership)**

The district along with the partnering college will offer the participating students flexibility in class scheduling and academic mentoring. This will ensure the students have the opportunity to still learn the instructional material even while having other agreements outside of the classroom (sports, school clubs, jobs, etc.).

In conclusion, the district will partner with LSCPA, as well as, Port Arthur Industrial Group to not only educate the district's students, but provide them real-world experiences in high-demand occupations. Providing students, a flexible schedule keeps them from feeling overwhelmed in the classroom or at the partnering industries, this in turn will produce the best results possible for the Early College High School Innovative Grant Program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Statutory Requirement 1 (continued)**

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 1:** The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a partnership with its local Workforce Solutions of Jefferson County development board.

The Workforce Solutions of Jefferson County development board will serve to the district as a link to the public workforce system. The workforce development board has the ability to facilitate partnerships between local businesses with similar training needs. Furthermore, they also utilize labor market information to develop strategies that focus their resources on particular high-demand occupations in their region.

This partnership with the Workforce Solutions of Jefferson County development board will give the district an opportunity to identify the following occupations as high demand: computer applications, pipeline productions, and quality and safety refinement. Due to the additional information the Workforce Solutions of Jefferson County development board provided, the district will be able to provide its students a better opportunity to work in high-demand occupations, as well as, get into the proper trainings and programs that lead into these occupations. **(20 points)**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 2:** The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As proof of the of agreement, the district has attached a signed agreement of the selected industry they plan to partner with **(2 points)**. This industry provides jobs under both the *Information and Computer Technology Cluster* and *Petroleum Refining and Chemical Products Cluster* which both fall perfectly in line with the TEA program Guidelines.

The selected industries serve as an active member on the ECHS Leadership Team which consist of the Industry Liaisons, the district's Superintendent, the district's associate Superintendent, the district's Coordinator of School Work Program, the district's Chair Business and Technology, the campus' Principal, primary dual credit partner, and Lamar State College-Port Arthur.

The selected industry will assist in the development and implementation of experiences, including mentorship programs, internships, externships, and/or apprenticeships. This will expose students to applied learning and real-world work activities in identified high-demand occupations **(Assurance 5)**. These activities will be providing in-kind match of \$80,000 which equals to 20% of the grant award **(10 points)**. **(5 points)**

To ensure the Industry Liaisons interact directly and frequently with ECHS staff, the district will invite the all the partnering industries to Fall, Spring, and Summer trainings, giving the Industry Liaisons the opportunity to participate in the development of curriculum **(Assurance 3/4)**. This will ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupation, as well as, it includes industry recognized credentialing as part of degree plan design.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 3:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district wants both students coming from privilege, and at-risk students to have the opportunity to provide for themselves after graduating high school. The district plans to do this by offering a full-day program at the ECHS campus (**Assurance 15**), as well as, offering 100% of the students access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc.

The district will do this by partnering with consortium of heavy industries. These industries have expressed a commitment to provide additional learning opportunities to the district's students, as well as, the following activities throughout the student's high school career: internships, externships, apprenticeship programs, and mentoring **(20 points). (2 points)**

This plan will ensure the students receive rigorous activities making them more responsible. This added responsibility will allow the ECHS students to swiftly transition into adulthood.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 4:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will employ a Career Counselor that serves only students of the ECHS Innovative Academy Grant. The district will do this by using a portion of the grant funds as salary for the Career Counselor (**Assurance 6**). The district has set the following requirements when deciding who the best Career Counselor would be for this program:

**Education:**

- Must have a minimum of a Bachelor's Degree in Education or a related field.

**Experience:**

- Helping students select the right schools or programs for their needs,
- Helping students locate sources of financial support to pay for school and other training programs for the future,
- Administering aptitude and achievement tests, and
- Assisting in helping students choose careers.

With these requirements, the district believes they will employ a highly-qualified Career Counselor, that will serve the students to his/her best ability.

The district will also put together a list of responsibilities the Career Counselor will be held accountable for. This will ensure the counselor only serves ECHS students and is able to do his/her job to the best of his/her ability. These responsibilities include:

- Administer personality and interest inventories;
- Use achievement and aptitude tests to help students get a better idea of what they are good at;
- Advise students about what courses and educational programs they need for particular careers; and
- Help students select the right schools or programs for their needs
- Help students locate sources of financial support to pay for school and other training programs for the future.

In conclusion, the will district put together a list of responsibilities and requirements necessary for their Career Counselor in hopes they find the most high-qualified Counselor possible.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 5:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a signed articulation agreement with Lamar State College-Port Arthur (LSCPA) that addresses the statutory requirements set by TEA and the State. **(2 points)**. LSCPA will ensure that high-qualified teachers are hired at the district and are conducting the class in an appropriate manner. The College will do this by sending an assigned individual to serve on the Leadership Team, which gives this individual not only insight on how the district works but gives, him/her access to perform walk-throughs and routine check-ups.

LSCPA will also issue a college Student Identification Card. This ID will enable students to log into the corresponding student portal. The LSCPA will provide the district's students the following items through their online account: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

This college fits perfect with TEA guidelines because the secondary and post-secondary education they offer falls under the both the targeted industry cluster the district wishes to provide (*Information and Computer Technology and Petroleum Refining and Chemical Products*). LSCPA offers both computer networking and processed as programs of study, **(2 points)** this is ideal for the district because the additional education the Port Arthur Students will be receiving fall under a high-demand occupations identified by the ECHS Innovative Academy Guidelines.

In conclusion, LSCPA will provide students an opportunity to span their education in secondary and post-secondary high-demand occupations. This will be performed through certified college personnel, as well as, Blackboards which allow students to stay in constant communication with their teachers and the college.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 6:** The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district goals are to provide students the opportunity to complete a Bachelor's graduating from high school. To do this, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will expand their crosswalk that not only **identifies** the **required** coursework that needs to be completed, but all other aspects that factor into doing well in college. The district will address the following criteria of each student when creating their crosswalk: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

**Academic:** The district will provide a personalized learning environment by creating a seamless curriculum between the high school and Lamar State College-Port Arthur (LSCPA). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The **Career Counselor** will meet with the students **throughout the year** to discuss what courses the student has currently taken, as well as, **identify the coursework** that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

**Social:** The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a Career Counselor, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

**College Readiness:** The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative (TSI) Assessment; Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by both the district and LSCPA to encourage early college planning and provide guidance through the college admission and financial aid processes.

**College Access:** The ECHS students will be issued a college Student Identification Card, this will enable students to log into the LSCPA's student portal. LSCPA will provide the district's students the following items through their portal: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but all aspects that need to be addressed when taking college courses. This will ensure the district's students are put into a position to succeed at their coursework and after they graduate high school.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 7:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
  - b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
  - c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
  - d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Port Arthur Early College High School Leadership Team will be charged with providing expert information and feedback of best practices that will help students in their journey of achieving their college goals (**Assurance 7/8**).

Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of Port Arthur Early College High School. The following individuals will make up the Leadership Team for the ECHS Innovative Academy Grant:

- **Superintendent:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **Associate Superintendent:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **Coordinator of School Work Program:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **Chair of Business & Technology:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **ECHS Principal:** Will oversee all aspects of the ECHS Program including maintaining the budget for the school, providing curriculum oversight, providing program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication with LSCPA and the partnering industries, overseeing staff and building maintenance, among other duties.
- **Primary Dual Credit Partner:** Will assure program is supported at the college level and will assist with program maintenance and sustainability at their respective college.
- **College/University Partner:** Will oversee that the department heads at their respective college have seats available for the ECHS students, programs are made available to ECHS, and that updates are provided to ECHS staff. and;
- **Industry Partner:** Will assist with program implementation at their respective Industry, provide training and assistance to the ECHS Career Counselor, assist with registration, and attend parent trainings in order to provide information to parents on their respective Industry.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 8:** The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the district will continue to meet the goals of the Industry Cluster Name Innovative Academy ECHS beyond period of the grant program, the district has proposed a sustainability plan. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

In conclusion, this sustainability plan will assure that once the program is over, the district will be able to fund academic preparation classes, academic interventions, and waiver fees associated with assessments. **(10 points)**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY** – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #18—Equitable Access and Participation**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **123-907**

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #20—Outside Sources of Income and Pre-Existing Content**County-district number or vendor ID: **123-907**

Amendment # (for amendments only):

**Part 1: Outside Sources of Income.** Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at [grants@tea.texas.gov](mailto:grants@tea.texas.gov)).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	<b>Total:</b>		\$

**Part 2: Pre-Existing Content.** On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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By TEA staff person:



# Memorial High School

*Dr. Glenn Mitchell - Principal*

October 25, 2016

To Whom It May Concern:

As the Memorial High School Principal, I, Dr. Glenn Mitchell, am pleased to offer my full support in the expansion its current Early College High School (ECHS) to an ECHS Innovative Academy. I strongly believe and support the mission of an Innovative Academy ECHS campus to provide learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as, to provide students opportunities to earn post-secondary course credit prior to high school graduation.

If awarded, Memorial High School students would be provided the opportunity to earn relevant credit hours equal to an Associate's Degree and allow these same hours to transfer to the university partner for this grant. Due to the high percentage of Economically Disadvantaged students in our region, our campus and district are well aware that many of our students will not have the tools and guidance needed to attend a higher education institution. Having an Innovative Academy ECHS campus will help raise awareness and will encourage students to earn credit hours and understand the importance and value of having an education.

Memorial High School has the capacity to support the Innovative Academy ECHS Program to be successful. Furthermore, the board members and the administrative staff of Port Arthur ISD offer their full support to the Innovative Academy ECHS campus staff. The administrators and board members will work closely with the Innovative Academy ECHS Leadership Team to prepare students to not only be college-ready graduates, but successful, college scholars!

Should you have any questions or require further verification, please do not hesitate to contact me at (409) 984-4750.

Sincerely,

Dr. Glenn Mitchell  
Memorial High School Principal  
Port Arthur ISD

# JOHN HALL PUBLIC AFFAIRS

## *Problem Solving Consultants*

October 26, 2016

To Whom It May Concern:

I am writing this letter to offer the support of the Port Arthur Industrial Group (PAIG) to Memorial High School's Innovative Academy Early College High School (ECHS) Grant Program. The PAIG is an association of Port Arthur's refining and petrochemical companies. I facilitate the community engagement efforts of the PAIG.

I am aware that Memorial High School has a conscientious team of professionals that are partnering with Lamar State College in order to maximize their ability to prepare students for employment in high-demand occupations within an approved industry cluster.

Through the use of the Innovative Academy ECHS Program funds, Memorial High School will be able to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn post-secondary course credit prior to high school graduation.

As a partner in the Innovative Academy Early College High School (ECHS) Grant Program, the PAIG is committed to the following services valued at \$80,000 as an in-kind match:

- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I am confident that you will give Memorial High School full consideration for grant funding so that this agency may provide the best occupational and educational opportunities possible to its students.

If you should have any questions concerning this letter of support, please do not hesitate to contact me. My phone number is 512.413.4134. My email address is: jhallpa@aol.com.

Sincerely,



John Hall, Facilitator  
PAIG Community Advisory Group

**P.O. Box 91463 AUSTIN, TX 78709-1463**



## Lamar State College - Port Arthur

*A Member of The Texas State University System*

October 26, 2016

To Whom It May Concern:

Lamar State College-Port Arthur is pleased to present its complete support in the endeavor of Port Arthur ISD (PAISD) expanding its Early College High School (ECHS).

Lamar State College-Port Arthur offers the courses necessary to support the ECHS's mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements in either an associate degree or at least 60 semester credit hours towards a baccalaureate degree.

I have been designated as the ECHS Liaison to the ECHS campus and will remain in close communication with the Director to ensure that the students' academic needs are met and any issues are addressed. In order to increase the number of students served by the ECHS, the College has agreed to waive certain fees for high school students enrolled in a course for which the student may receive dual course credit and the balance of tuition and fees are paid by Port Arthur ISD.

Lamar State College-Port Arthur currently partners with Port Arthur ISD for the ECHS and offers dual credit courses in partnership with three other school districts, so it is very experienced in this area. The College is confident in its capacity to continue to support the ECHS campus at Port Arthur ISD. Staff at Lamar State College-Port Arthur are very excited to continue working with the ECHS campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please contact my office at (409) 984-6209.

Thank you.

Sincerely,

Gary D. Stretcher, Ed.D.  
Vice President for Academic Affairs

GDS/tbs

**MEMORANDUM OF UNDERSTANDING  
PORT ARTHUR INDEPENDENT SCHOOL DISTRICT  
EARLY COLLEGE HIGH SCHOOL  
2016-2017**

This Memorandum of Understanding ("MOU" or "Agreement") is by and between **LAMAR STATE COLLEGE-PORT ARTHUR**, a member of the Texas State University System, ("LSCPA"), and the **PORT ARTHUR INDEPENDENT SCHOOL DISTRICT**, a Texas public independent school district and political subdivision of the State of Texas, ("PAISD") located in Jefferson County in Texas with an effective date of July 1, 2016. Individually, LSCPA and PAISD are referred to herein as "Party and collectively as "Parties."

WHEREAS, LSCPA and PAISD desire to establish an early college high school program to be operated at the Campus of LSCPA and at a PAISD facility located at 1500 Lakeshore Drive in Port Arthur ; and

WHEREAS the Parties intend to submit a program application to the Texas Education Agency ("TEA") as required by and in accordance with Section 29. 908 of the Texas Education Code and 19 Texas Administrative Code §§ 4.151-4.161; 4.81-4.85; and 102.1091.

NOW THEREFORE, for the mutual promises and covenants contained herein and other good and valuable consideration, the Parties agree as follows:

**Background and Purpose.** In 2014, Port Arthur ISD and LSCPA engaged in discussions and began to plan for the establishment of an Early College High School ("PAECHS") with a Career and Technical Education ("CTE") focus as well as provide 60 semester hours of credit leading to an associate of arts degree for students who wish to transfer to a university. The PAECHS will provide students with workforce-ready training, certifications, and/or an Associate of Applied Science or an Associate of Arts degree upon completion of high school. Applicable Law (as hereinafter defined) permits a public school district and public college to partner to provide a course of study for an early college high school, combining high school courses and college-level courses during grades 9 through 12 for students who are at-risk of dropping out of school (as defined in Section 29.081 of the Texas Education Code). The purpose of this MOU is to establish the rights and obligations of the Parties with respect to the operation of the PAECHS, a four-year high school with an early college program component ("Program") that complies with all Applicable Law and will be located on LSCPA's campus and the former Woodrow Wilson Middle School. Some college courses may be conducted at the PAECHS facility and other courses will be taught on the campus of LSCPA. The high school and college campuses are across the street from each other and actually share a parking lot.

The Program must provide student learning and support programs that enable participating students to achieve a high school diploma and earn up to 60 semester credit hours toward an Associate of Applied Science degree or Associate of Arts degree by the end of the students' senior year. Additionally, the PAECHS will provide workplace internships (if applicable), field projects, industry mentorships, and college and career counseling. The PAECHS will commence the PAECHS with approximately 100 students in grade nine and continue to

phase in approximately 100 students in grade nine on a yearly basis, with a maximum enrollment not to exceed 400 students in grades 9-12.

2. **Applicable Law.** The Parties agree to operate the Program and PAISD's PAECHS in compliance with the applicable federal, State, and local laws, implementing regulations, executive orders, and interpreting authorities including, but not limited to, (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 29.908 and Chapter 39, 61, and 95; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including, the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; and (h) Texas Higher Education Coordinating Board ("THECB") guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"). The Parties agree to operate the Program and PAISD's PAECHS in compliance with applicable LSCPA and PAISD board policies and procedure and policies and procedures that may be agreed upon by the Parties and approved for the PAISD's PAECHS. The Parties agree to comply with all assurances in the Program application submitted to TEA and any additional requirements for the Program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU collectively shall be referred to as "Applicable Law" or "Applicable Laws" when used herein.

3. **Term.** Subject to approval of the Program application by TEA, annual approval as required by law or by TEA or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU ("Commencement Date") and shall expire on June 30, 2017 ("Expiration Date"). The time period between the Commencement Date and the Expiration Date shall be referred to as ("Initial Term"). Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term ("Renewal Term"). As used in this MOU, the term ("Term") shall mean the Initial Term, the Initial Term as may be extended by the Renewal Term, or such shorter period of time in the event of termination of this MOU as set forth in Section 16.

#### 4. **Governance.**

a. **Governing Structure.** The governing structure of the Program shall include the appointment of a Steering Committee and Campus Planning and Advisory Committee ("CPAC") at the PAISD's PAECHS campus. The composition of the CPAC, the roles and responsibilities of the CPAC members, and the authority of the CPAC will be determined through collaboration of the Parties and set forth in writing to be attached to this MOU as an

addendum.

b. Steering Committee. Members of the Steering Committee will include the following PAISD representatives: Assistant Superintendent for Curriculum and Instruction, Career & Technology Education Coordinator, the PAISD's PAECHS principal ("Principal"), and other appropriate PAISD personnel as determined by the District. Members of the Steering Committee will include LSCPA representatives: Vice President for Academic Affairs, Dean of Technical Programs, Chair of the Business and Technology Department, and other appropriate LSCPA campus personnel as determined by LSCPA. The Steering Committee will meet at least every six (6) months, and as needed. The Steering Committee will be charged with the overall oversight of the PAISD's PAECHS. Its responsibilities will include:

- i. Developing and implementing the academic and professional policy as related to the PAISD's PAECHS;
- ii. Developing and implementing budgets and financial policy as related to the PAISD's PAECHS;
- iii. Ensuring adherence to Applicable Law that affects the well-being of students enrolled in PAISD's PAECHS; and
- iv. Annually reviewing the MOU and suggesting revisions as necessary or advisable.
- v. Recommending the addition, revision, or deletion of postsecondary workforce education programs.
- vi. Formulating processes for identifying and strategies for providing support services to students enrolled in college courses who are experiencing academic difficulty;

c. PAISD's PAECHS Administrative Team. LSCPA will provide a representative to participate in the process of hiring the PAISD's PAECHS principal, who shall be an employee of PAISD. LSCPA shall designate the person to serve as Liaison with PAISD as it relates to the PAISD's PAECHS. The LSCPA Liaison will cooperate with and facilitate communication between the PAISD and LSCPA. The LSCPA Liaison will meet with the PAISD's PAECHS principal and other representatives as may be needed to support the PAISD's PAECHS.

5. PAISD's PAECHS Organization. Except for building use policies or as otherwise set forth in this MOU or required by Applicable Law, policies and procedures relating to the high school portion of the Program and PAISD's PAECHS shall be governed by PAISD policies and regulations. The building use policies and all policies relating to the college courses and services portion of the Program and PAISD's PAECHS shall be governed by the LSCPA policies and procedures. The PAISD's PAECHS on-site administrator ("Principal") will have decision-making authority in matters of budgeting, staffing for non-college level courses, scheduling, student assessment for non-college level courses and requirements, curriculum for non-college level courses, and professional development in congruence with PAISD policy and PAISD's PAECHS procedures. LSCPA shall be responsible for assessing participating students for readiness for college-level courses and for developing and implementing an evaluation process for measuring the effectiveness of the Program. The Program courses will be the same college-level courses offered by LSCPA to non-Program students. Some LSCPA course

sections will consist solely of PAECHS students while other sections will consist of PAECHS students and other LSCPA students. LSCPA shall be responsible for selecting instructors for college-level courses as required by LSCPA in accordance with Applicable Law and for supervising instructors of college-level courses.

6. **School Calendar.** The instructional calendar for the high school portion of PAISD's PAECHS will be based on the PAISD calendar and comply with all related TEA regulations for attendance. PAISD will adjust its schedule if necessary to enable the PAISD's PAECHS students to enroll in and attend the college level courses provided by LSCPA. Where allowed by Applicable Law, including, without limitation, Section 29.0822 of the Texas Education Code and 19 Texas Administrative Code § 129.1027, and further subject to approval of both Parties, the PAISD's PAECHS calendar may vary from that of the PAISD in order to best fit the needs of students and reasonably interrelate with the LSCPA academic calendar.

7. **PAISD's PAECHS and LSCPA Facilities.**

a. PAISD will provide dedicated space at the PAISD's PAECHS ("PAECHS Facility") for both high school and college courses. This space at the PAECHS Facility will include core learning classrooms, administrative and student support areas, and other space as determined by the Parties. As the number of students enrolled in the college courses increases, subject to space requirements of LSCPA for students participating in the regular college program at the PAECHS, additional space will be provided to meet the needs of LSCPA. Non-contiguous classrooms will be utilized for specialized facilities (e.g. science labs, fine arts, physical education) and for college credit classes taught in the PAECHS building.

b. Subject to availability and LSCPA building use and other applicable policies and procedures, LSCPA will provide to PAECHS students who are enrolled in college courses and employees of the PAISD's PAECHS reasonable access to all campus buildings, including the student center, for meetings, socialization, and cultural events sponsored by and/or associated with PAISD's PAECHS or LSCPA.

c. Access for facilities, services, and resources will be addressed by the PAISD's PAECHS Steering Committee and LSCPA. PAISD's PAECHS students who are enrolled in college courses will have a PAISD and a LSCPA identification card, which will give them access to LSCPA facilities and resources available to all other students enrolled at LSCPA.

d. Part a. above notwithstanding, both parties agree that the majority, and perhaps all, of the college credit courses will be conducted on the LSCPA campus.

8. **PAISD's PAECHS Faculty.**

a. **Faculty for High School Courses.** To teach high school-level courses in PAISD's PAECHS, PAISD instructors must meet State certification requirements in their subject area to teach in the State of Texas and be designated as highly qualified. PAISD's PAECHS instructors teaching non-college level courses will be selected and supervised by PAISD. PAISD employees assigned to the PAISD's PAECHS will be evaluated annually by PAISD according to Applicable Law and PAISD policies and procedures.



b. Faculty for College-Level Courses. PAISD's PAECHS instructors teaching college level or dual credit courses must be regularly-employed LSCPA faculty members and meet the same standards of SACS for college-level instructors. LSCPA shall supervise its instructors who teach the college level courses in which PAECHS students are enrolled in accordance with LSCPA policies and procedures.

c. Salaries of PAISD's PAECHS Instructors. Each Party shall be responsible for the payment of the salary and benefits of its respective employees performing services for or at the PAISD's PAECHS.

d. Professional Development. Each Party shall provide professional development opportunities to its own employees in the same or similar manner as provided to its other professional employees. Additionally, professional development for cross-over learning and collaboration will be planned, implemented, and paid for by the PAISD's PAECHS Principal and the Liaison.

#### 9. Building a College Culture.

a. The PAISD and the LSCPA will establish a learning community that blends high school and college, instilling a college-going culture among the participating students. PAISD's PAECHS students will be aided to:

- i. Develop a four-year high school graduation plan and post-secondary plan;
- ii. Participate in high school credit classes, and college credit classes for which students receive both high school and college credit;
- iii. Participate in an internship program, as applicable.
- iv. Participate in an advisory class which provides college campus orientation, academic counseling, college and career planning and additional student support counseling.

b. Adhere to the LSCPA Code of Student Conduct in all college-level courses regardless of whether the courses are conducted at the PAECHS or on the LSCPA campus. The College reserves the right to remove the PAECHS students from the program. Participation in the college courses associated with the PAECHS is a privilege and not an entitlement.

#### 10. Outreach to Target Population; Admission of Students to Program.

a. Recruitment Efforts. To secure the broadest applicant pool possible, each of the Parties will participate in a recruitment effort for the PAISD's PAECHS by focusing on qualified eighth grade students at all PAISD middle schools in January of each year. This recruitment process will include:

- i. The establishment of a recruitment web site that will provide recruitment and admission information;
- ii. The distribution of recruitment/admission packets to all 8th grade students, as applicable in PAISD;
- iii. Meetings with PAISD counselors, as applicable, to discuss the PAISD's

PAECHS and answer questions;

- iv. Student/parent meetings that will be held on middle school campuses to explain the opportunities and commitment required of PAISD's PAECHS students; and
- v. Development of recruitment and admission information presented in a bilingual mode.

b. Admission Policies. Admission to PAISD's PAECHS will be limited to students who reside in the PAISD and who meet the eligibility requirements for enrollment in an early college program and dual enrollment program under Applicable Law. The PAISD and LSCPA recruitment teams will focus on identifying highly-capable students that may or may not be experiencing academic success. Recruitment efforts will also focus on at-risk students, historically underserved student populations, and first generation college students. Additionally, PAISD shall comply with all recruitment and notification requirements of Chapter 28 of the Texas Education Code. Students will be required to complete online applications for both PAISD's PAECHS and LSCPA. Students must meet established LSCPA and THECB admission requirements for each college class upon enrollment.

c. Transportation. In order to facilitate participation by the target population defined for the PAISD's PAECHS, PAISD will be responsible for transportation of the eligible PAECHS students to and from the PAECHS Facility.

## **11. Curriculum**

a. Courses of Study and Curriculum Alignment. PAISD and LSCPA will develop an articulated four year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration to college level classes during grades 11 and 12, and represents high levels of rigor, acceleration, and support. The LSCPA Liaison and the Principal will be responsible for working with PAISD's PAECHS faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment.

b. Course Requirements: Monitoring. PAISD shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills and that PAISD's PAECHS students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit. PAISD will be responsible for monitoring and ensuring the quality of instruction for the solely high school credit courses offered at PAISD's PAECHS. PAISD's PAECHS students must meet all of the regular prerequisites for any college-level course. LSCPA will assess each student for readiness to engage in any college-level course. Based on such assessment, the Liaison and the Principal will determine what forms of assistance and remediation may be needed by a student prior to the student's enrollment in a given college-level course. College-level courses will consist of curricula materials, instructional activities, method, rigor, and evaluation of student performance as required by LSCPA and Applicable Law for LSCPA non-Program students. College-level academic courses shall be identified in the current edition of LDACGM adopted by the THECB. College-level workforce education courses shall be identified in the current

edition of the WECM adopted by the THECB. LSCPA will ensure that college course goals and standards are understood. LSCPA will designate personnel to monitor the quality of instruction in order to ensure compliance with all Applicable Law and any accrediting authorities.

c. High School Diploma and Degree. Within this framework, students may be able to earn a High School Program diploma within a four-year time frame and 60 credit hours towards an Associate of Applied Science or Associate of Arts degree.

d. Instructional Materials. The PAISD's PAECHS will provide all course materials, including textbooks, syllabi, course packets, and other materials needed for classes at no cost to the student. The funding of materials is addressed in Section 14.c. of this MOU.

e. Physical Education and other High School Only Courses. The Parties acknowledge that physical education is not required as a part of the Associate of Applied Science or Associate of Arts degree programs but may otherwise be required for a high school diploma under Applicable Law. Accordingly, PAISD will be responsible for instruction in physical education and may utilize a designated area of the LSCPA campus for providing such instruction. Additionally, to the extent that any high school only courses are required for any students enrolled in the PAECHS, including, without limitation, remediation classes, they will be provided by PAISD faculty at the PAECHS.

12. 12. LSCPA Admission. Decisions regarding college admission, college readiness, the ability to perform college-level work, or otherwise function in a college environment shall rest within the sole discretion of LSCPA. Enrollment, or continued enrollment, in LSCPA by students enrolled in the PAISD PAECHS shall not be considered an entitlement.

### 13. Students.

a. Student Composition of Classes. PAISD's PAECHS students enrolled in LSCPA college-level courses may attend classes composed of only PAISD's PAECHS students or may attend classes with regular LSCPA students enrolled in that college-level class. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed under the following conditions:

- i. If the course is required for completion under the State Board of Education Foundation High School Program graduation requirements;
- ii. If the high school credit-only students are College Board Advanced Placement students; and/or
- iii. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

b. Academic Policies. The academic policies of PAISD shall apply to all students enrolled in the PAISD's PAECHS. The academic policies of LSCPA shall apply to PAISD's PAECHS students as to college-level courses.

c. Student Conduct. PAISD's PAECHS students are required to adhere to PAISD and LSCPA policies, procedures, and regulations regarding facilities and equipment usage and both LSCPA and PAISD codes of student conduct. All disciplinary action, including,

suspension and dismissal from PAISD's PAECHS, shall be in conformity with the codes of student conduct of the Parties. In the event of a conflict between the policies of PAISD and LSCPA, the Parties will collaborate to resolve any conflict.

d. Eligibility for Financial Aid. In addition to any financial support and assistance provided by the Parties as set forth in this Agreement, the Parties will collaborate on identifying third party sources of financial assistance, including, without limitation, State, federal, and other grants; fundraising efforts for the PAISD's PAECHS; and partnerships with baccalaureate-granting institutions for scholarships to their institutions.

e. Accounting for Attendance. The Parties shall comply with the TEA Attendance Handbook and any THECB attendance requirements for credit in high school courses. Each PAISD's PAECHS faculty member will take daily attendance and shall report such attendance for enrollment and funding purposes as required by Applicable Law. As applicable, the Parties will refer to the TEA Guidance for PAECHS - Dual Enrollment Credit Attendance for documenting formal attendance taking procedures.

f. Grading Periods and Policies; Transcribing. For college level courses, both high school and college credit shall be transcribed immediately upon a student's completion of the performance required in the course. LSCPA will report a letter or numerical grade based on the LSCPA grading scale to PAISD, which may adapt the grade as required to conform to PAISD policies and procedures. LSCPA will provide approximate mid-term grade averages in addition to semester grades. PAISD will post grades for students enrolled in the PAECHS in accordance with the PAISD grading calendar.

g. Student Assessment. All PAISD's PAECHS students are required to participate in required state, national and federal assessments, which will be administered by the PAISD's PAECHS staff. LSCPA agrees to make accommodations in course scheduling and attendance so that PAISD's PAECHS students are not penalized in their college credit courses for their participation in the required state, national and federal assessments.

h. Student Records. In accordance with Applicable Law, each Party will maintain student records pertaining to PAISD's PAECHS and provide the other Party copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable to perform its obligations under this MOU. Both Parties will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws. Each Party designates the other Party as its agent with a legitimate educational interest in students' educational records for purposes of FERPA. Both Parties shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws governing the rights of PAISD's PAECHS students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

i. Student Support Services. Both Parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. In addition, when appropriate, students will be assigned a mentor/advisor in high school. Teacher mentors/advisors will meet individually with students to oversee their academic progress.

monitor grading and matriculation decisions, and advise students on making positive post-graduation plans. Students will also tutor each other and have access to LSCPA tutors. At LSCPA, students will receive support through supplemental instruction, LSCPA tutors, and/or additional sources identified. The LSCPA Liaison assigned to PAISD's PAECHS will work to inform the PAISD's PAECHS administration of students with excessive absences and academic concerns in college-level courses prior to the end of a semester to provide for intervention for success. To ensure academic success, the Parties will provide counseling and academic support services, as may be needed. PAISD will assign a specific counselor to its PAISD's PAECHS who will provide academic and counseling support to the PAISD's PAECHS learning community's students and their parents, and work with the LSCPA Liaison in the areas of test preparation, remediation, and the development of an integrated support system for PAISD's PAECHS students across the two institutions. The PAISD counselor and Liaison will work to ensure students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. Each Party will assist families as they complete initial application and enrollment in the respective organizations' processes. LSCPA will assist with registration for all students who are qualified to enroll in LSCPA courses. Decisions as to which applicants are qualified for admission shall be the sole discretion of LSCPA.

**14. Program Reporting.** The Parties will cooperate on the preparation and submission of the annual and other reports on the progress of the PAISD's PAECHS to be submitted to TEA and as may be required by the THECB or the Southern Association of Colleges and Schools Commission on Colleges. The reports will be provided to each Party and others as deemed appropriate. Data regarding student progress and success will be collected and shared as deemed appropriate under the supervision of the Steering Committee. The annual and other reports will contain information required by TEA, THECB, or as otherwise required by Applicable Law, which may include, without limitation, the number of credit hours taken and earned, grade point averages, state assessment results, SAT/ACT/PSAT scores, Texas Success Initiative readiness by grade levels, qualifications of PAECHS faculty and staff, and locations where courses are taught.

**15. Fiscal Matters.**

a. **Rules for Charging Students.** Students enrolled in the PAISD's PAECHS will not be charged for costs associated with the Program for tuition and fees, textbooks, administration of a college placement exam, or fees required by LSCPA for other students enrolled in LSCPA. The responsibility for providing textbooks and for payment of tuition, fees, and TSI testing shall be the responsibility of PAISD. Neither PAISD nor LSCPA will be responsible for costs associated with students re-taking a class due to failure, re-taking a class to obtain a higher grade, or taking courses beyond the prescribed Associate of Applied Science or Associate of Arts degree plans. Students who re-take classes because of failure or to obtain a higher grade, as well as those who take classes beyond the prescribed degree plan will be responsible for all costs associated with the classes at the rate assigned to dual credit students not enrolled in PAISD's Early College High School.

b. **Tuition and Fees.** Tuition and fees shall be determined by the Texas State University System Board of Regents and assessed accordingly.

c. **Textbooks and Instructional Materials.** PAISD will apply to the Texas Education

Agency for textbook waivers for college-level instructional materials. If the applications for textbook waivers are not successful, the PAISD will assume responsibility of providing college-level texts and supplemental materials required for classes to the PAECHS students.

d. Fund Sources. Each Party is entitled to receive state funding based on current funding rules of TEA and THECB. PAISD has committed to the PAISD's PAECHS the use of its local funds for instructional, administrative, and professional development costs beyond the expenditure of startup funds. In turn, the LSCPA has agreed to provide 100% of the administrative, instructional, and support services for the college courses.

e. Fiscal Agent. The PAISD will act as the fiscal agent for the purposes of this MOU. Under this arrangement, the PAISD will be the recipient of PAISD's PAECHS local, state (TEA), and federal funds and will be acting as the intermediary for the PAISD's PAECHS.

16. Release. To the extent permitted by Applicable Law, PAISD does hereby agree to release and hold harmless LSCPA and its regents, employees, agents, officers, and representatives from any and all claims, losses, liabilities, damages, and debts arising from or caused by any act or omission of PAISD or its trustees, employees, agents, officers and representatives.

17. Termination of the MOU.

a. Termination for Cause. Either Party may terminate this MOU due to the default of the other Party. An event of default shall be deemed to have occurred if a Party commits a material breach of any provision of this MOU. In the event of default, the non-breaching Party shall provide written notice to the other Party of the breach specifying the provision claimed to be breached. Except in the event of a default that threatened the health or safety of students in which the non-breaching Party may terminate this MOU immediately, the breaching Party shall have thirty (30) days to cure such default. If the breaching Party fails to cure the breach within such 30-day time period, the non-breaching Party may terminate this Agreement upon written notice to the other Party and shall be entitled to any remedies available in equity or law for such breach.

b. Termination for Convenience. Notwithstanding any provision to contrary in this Agreement, either Party may terminate this MOU for convenience and without cause or penalty upon sixty (60) days written notice to the other Party. In the event of termination for convenience, the Steering Committee will prepare plan of dissolution agreeable to both Parties in accordance with all Applicable Laws.

c. Termination for Insufficient Enrollment. Either Party may terminate this MOU in the event of insufficient enrollment. For purposes of this Section 17(c), insufficient enrollment means that the number of students who indicate an interest in enrolling in the ninth grade class of the PAECHS to begin August 2016 is significantly fewer than the 100 students maximum permitted.

d. Termination Due to Change in Applicable Law. Either or both Parties may terminate this MOU in the event that TEA fails to approve the Program for the next school year or that a change in Applicable Law poses a hardship on either Party in its performance under this MOU or makes the obligations of either Party untenable. Termination for a change in

Applicable Law or failure to receive Program approval shall occur at the end of the then current contract year or earlier as may be agreed upon by the Parties.

e. Effect of Termination. Should LSCPA or the PAISD terminate their participation in the PAISD's PAECHS, they will agree to return any unspent funds and provide a complete accounting for all expenditures to the date of termination.

f. Discontinuance of PAISD's PAECHS. PAISD and LSCPA agree to comply with the requirements of Applicable Law for discontinuing operations of PAISD's PAECHS. During the teach-out period transitioning from full operation to the discontinued program, LSCPA and PAISD will continue to meet all of the required elements of an early college high school program and provide full support for all students enrolled in PAISD's PAECHS. During the teach-out period, no new or additional students will be enrolled in PAISD's PAECHS in grades that have been phased out. If PAISD's PAECHS has only ninth and/or ninth and tenth grade cohorts, the Program will be closed down at the end of the school year in which the decision is made to discontinue operations. If PAISD's PAECHS has eleventh and/or eleventh and twelfth grade cohorts, operation will continue through the graduation date for the eleventh grade cohort. During this time, services may continue to be offered for enrolled ninth and tenth grade students through scheduled graduation for the cohort(s); however, a continuation of services is not required.

#### **18. Miscellaneous Provisions.**

a. Amendments. This MOU may be modified and amended only upon a written amendment signed by both Parties, and any such modification or amendments shall be attached to and become a part of this MOU.

b. Governing Law, Venue, and Reservation of Rights. This MOU and the rights and obligations herein shall be performable under, governed by, and interpreted in accordance with the laws of the State of Texas without regard to its choice of law or conflicts of law provisions. The parties irrevocably consent to the sole and exclusive jurisdiction and venue of the courts of Jefferson County, Texas for any action under this MOU. Notwithstanding anything to the contrary in the Agreement, the parties reserve their constitutional, statutory, and common law rights, privileges, immunities, and defenses.

c. Relationship of the Parties. In the performance of their respective duties hereunder, the Parties hereto and their respective employees and agents are at all times acting and performing as independent contractors of each other (notwithstanding the foregoing, employees of LSCPA and PAISD may teach college courses as adjunct instructors of LSCPA or through some other teaching arrangement, if such arrangement is approved in advance by the Parties). No Party will have the authority to act for or bind another Party in any respect or to incur or assume any expense, debt, obligation, liability, tax, or responsibility on behalf of or in the name of another Party hereto. Neither party shall have control over the other party with respect to its hours, times, employment, etc. The Parties acknowledge and agree that no Party will be liable for the activities of another Party, including, but not limited to, any liabilities, losses, damages, suits, actions, fines, penalties, claims, or demands of any kind arising out of this MOU.

d. No Waiver. No delay or failure by a Party in exercising any right, power or privilege under this MOU or any other instruments given in connection with or pursuant to this MOU will impair any such right, power or privilege or be construed as a waiver of or acquiescence in any default. No single or partial exercise of any right, power or privilege will preclude the further exercise of that right, power or privilege or the exercise of any other right, power or privilege.

e. Assignment. Neither Party may assign its interest in the MOU without the written permission of the other Party.

f. Entire Agreement. This MOU constitutes the entire agreement of the Parties regarding the subject matter herein described. This MOU supersedes all negotiations or previous agreements between the Parties with respect to the subject matter hereof. The Parties expressly acknowledge that in entering into and executing this MOU the Parties rely solely upon the representations and agreements contained in this MOU and no others. No subsequent change or modification of this MOU is binding unless in writing and signed by the Parties.

g. Notice. All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, by overnight courier, or any manner permitted under the Texas Electronics Transactions Act and shall be deemed to have been duly given when delivered personally, when deposited in the United States mail, postage prepaid, or when received addressed as follows:

**COLLEGE:**

Lamar State College-Port Arthur  
President  
P. O. Box 310  
Port Arthur, Texas 77641-0310

**SCHOOL DISTRICT:**

Port Arthur Independent School  
District  
Superintendent  
4801 9<sup>th</sup> Avenue  
Port Arthur, TX 77642

**COPY TO:**

Such other persons or places as either party may from time to time designate by written notice to the other.

h. Captions. The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this MOU.

i. Severability. If any provision of this MOU is held to be invalid or unenforceable for any reason, this MOU shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

j. No Third-Party Rights. This MOU is made for the sole benefit of PAISD and LSCPA and their respective successors and permitted assigns. Nothing in this MOU will create or be deemed to create a relationship between the Parties to this MOU and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

k. Counterparts. This MOU may be executed in identical counterparts, all of which



will be deemed an original, but all of which will constitute one and the same instrument. Each Party may rely on facsimile or electronic signature pages as if such facsimile or electronic pages were originals.

*[Signatures appear on the following page]*

[Signature page for the Memorandum of Understanding with an Effective Date of July 1, 2016]

IN WITNESS WHEREOF, the Parties hereto have executed this Memorandum of Understanding as of the Effective Date of July 1, 2016:

LAMAR STATE COLLEGE-PORT ARTHUR

By: Betty Reynard  
Dr. Betty Reynard  
President

6/7/16  
Date

PORT ARTHUR INDEPENDENT SCHOOL DISTRICT

By: Mark Porterie  
Dr. Mark Porterie  
Superintendent

6-9-16  
Date